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Thesis

PROVISIONS FOR IMPARTING OCCUPATIONAL INFORMATION IN SELECTED SENIOR AND JUNIOR COLLEGES

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CHAPTER I

INTRODUCTION

Occupational Information Problem

Statement of the problem.-- The Boston University General College in its efforts to make additional curriculum provisions for imparting occupational information to its students, wished to benefit from the experiences of other like institutions in planning such a program. It was felt that the experiences gained in other institutions in setting up programs of occupational information would be of considerable help to those charged with planning a program of occupational information in the Boston University General College.

Lack of literature concerning programs of occupational information in institutions of higher learning.-- After considerable investigation it was found that there was a decided lack of information relative to the practices employed in the presentation of occupational information in institutions of higher learning. For the most part the existing literature is confined to the secondary level and for the purposes of the General College such information was felt to be of little value.

With the knowledge that there is little in the current literature concerning the programs of occupational information in institutions of higher learning, it was decided to conduct a survey to remedy

the situation. If the practices employed in institutions of higher learning were known, such information would be of value to those charged with setting up programs of occupational information programs on the college level or to those institutions that are contemplating further modifications of existing programs. The experiences gained in various colleges could well serve as basic criteria in future planning and could be modified to meet local situations. The defects and the assets of the various existing programs would be known and of value to administrators as well as guidance personnel.

Justification of the problem.-- No person is completely self-made. The fact remains that all of us are in varying degrees dependent or have sought the advice of others in formulating plans. It goes without saying that one of the crucial decisions that must be made in life is the selecting of an occupation. Such occupational decisions are being made every day by thousands of college men and women throughout the United States. How well these choices are being made is indeed open to speculation.

If the practices of occupational information programs in schools of higher learning were known, it might serve as an aid in evaluating our ideas concerning the way college youth makes the all important vocational choice. With such information available, it is felt that such a question could be answered in part at least, and tangible evidence would take the place of mere speculation.

Complexities and Uncertainties

Complexities of the present day.-- The world today with all

its complexities and uncertainties, its changing economic, political and sociological concepts, as well as the fast and constant changing technology, has made the choice of an occupation all the more difficult for the college youth of today. Specialization in the fields of work is now the vogue. As a result of this change, the demand for specialized education and training, the present day college youth is faced with the complex problem of determining which field of work he or she will embark on, much sooner than was the college youth of a generation past. With such a problem the college youth must take a more realistic look at the demands of his chosen occupational field of work. On this subject Shartle says:[1/]

> The schools and colleges of the country have a great need for occupational information in individual and group educational and vocational counseling and establishing new and revised courses of study. The schools are often criticized by industry and business for not gearing educational programs to the actual requirements found in jobs. Students are also frequently critical of educational programs in the light of actual needs that graduates or school leavers encounter in trying to secure and hold a job.

It would seem evident from the above quotation that there is a recognized need for imparting occupational information in institutions of higher learning, if these institutions are to prepare their students for the world of work. Again Shartle stresses the need of

1/ Carroll L. Shartle, Occupational Information. Prentice-Hall, Incorporated, New York, 1946. p. 5.

occupational information when he says:[1]

> The colleges have been less conspicious in their development of occupational information for use by their students. Both secondary schools and colleges are generally still woefully inadequate in supplying occupational information to students, particularly information that reflects the nature of job opportunities in the communities in which their graduates seek employment.

With the knowledge that there is a definite lack of information concerning the existing practices of imparting occupational information on the college level and that there is a need for such information; it was therefore decided to conduct a survey of selected institutions of higher learning to determine the current practices employed in presenting occupational information.

Value of the study.-- This study is an attempt to meet the needs of the Boston University General College in its formulation of a program designed to impart occupational information to its students. Secondly, it is felt that the information obtained in this study will prove to be of value to other institutions of higher learning which are comtemplating programs of occupational information and to help re-evaluate existing programs.

1/ Carroll L. Shartle, Op. Cit., p. 6.

CHAPTER II

PROCEDURE

The Research Instrument

Need of a research instrument.-- If the practices of presenting occupational information in institutions of higher learning were to be known, it would be necessary to establish contact with the various colleges that were to be surveyed. The ideal procedure would have been the personal contact and observation technique. However, such a plan would involve considerable expense and travel. Thus it was felt that a research instrument would best serve the purposes of this study.

Preparation of the research instrument.-- With the knowledge that a research instrument has many limitations, it was felt that such an instrument should be constructed with the utmost thought and study. The problem of constructing the instrument involved many and varied difficulties. These difficulties were primarily concerned with the form of the proposed instrument. It was felt that the instrument should be designed so that the whole program of the institution reporting could be obtained in a concise and accurate manner. Also, it was necessary to take into consideration the diverse programs of occupational information that would be reported.

Form of the research instrument.-- The exact form of the research instrument was indeed problematical. As previously stated in this study, the need of a research instrument that would cover all the diverse phases of the various programs of occupational information would have to be met. It is not within the scope of this study to discuss the merits and advantages of the various types of inquiry forms and questionnaires used in educational research. The fact that each of the many types of research instruments has distinct advantages made it obvious that no single form would meet our purposes.

With such an initial problem to be solved before embarking on the task of obtaining the desired data, a study of the conventional research instruments was undertaken. Such a study showed that the various forms of research instruments could be grouped into three main types. First there was the check-list type that allowed the reporting institution to check off items that had been set up by those sending out the instrument. The second type instrument could be called a question-and-answer instrument. In the question-and-answer form there are specific questions drawn up to obtain the desired information. The third could be an inquiry form which is a combination of the check-list and the questionnaire.

Each of the above forms of questionnaires has decided advantages but singly they would not meet the needs of this study and therefore could not be used as such.

Fully aware of the advantages of the before mentioned re-

search instruments,it was decided to incorporate the distinct advantages of each of the forms into one comprehensive and elastic questionnaire. By comprehensive it is meant that the research instrument would cover all the advantages of each single type. The term "elastic" means that the questionnaire would be adaptable in order that the various institutions reporting might have full scope in describing their particular program. Thus by the use of the various techniques of questionnaires any school attempting to report its program in full would not be limited by a single type of questionnaire.

Description of the research instrument.-- A sample of the questionnaire used in this study will be found in the Appendix. However, a description of the questionnaire will be necessary in order to give the reader a better understanding of its value and construction.

In order to avoid confusion on the part of the person filling out the questionnaire and to make it more effective, the instrument was divided into sections. It was expected that such a division of the questionnaire would avoid repetition in reporting on the part of the person describing the occupational information program of a specific institution. Also, such a division of material would aid in the final tabulation of the data obtained.

Four main sections of the questionnaire.-- The four main sections of the questionnaire decided on were the following: Section I, Plans of Organization for Group Study of Occupational Information; Section II, Content of Organized Offering in Occupational Information; Section III, Specific Methods Used in Imparting Occupational Information;

and Section IV, Objectives of Occupational Information.

The title page of the questionnaire was designed to obtain the vital statistics that would give validity to the study and serve as a medium of identification for the institution reporting, the person filling out the questionnaire, and the various population statistics necessary in such a study.

Detailed analysis of the questionnaire.-- It will be necessary to give the reader a detailed analysis of the questionnaire so that a better understanding of the ultimate findings may be possible. It is felt that if the reader is also aware of the content of the questionnaire, the content in the instrument will be justified.

Title page.-- The purpose of the title page has been stated before but a detailed analysis of the title page will shed additional light on its purpose. The first question listed asked for the name of the institution reporting, followed by the location of the institution. Both of these questions will enable us to establish the data related to those schools participating in the study and their location. The person who has been charged with the filling out of the questionnaire is requested to list his name so that the final tabulations may be sent to them. We believe that any person who went to the trouble of filling out the questionnaire should receive a copy of the completed findings. The person who filled out the questionnaire is then asked to state his or her official title. It is hoped that a list of the official titles of the respondents will give us an idea of the qualifications of the personnel in the various institutions who were charged with the filling

out of the questionnaire. Such information will also help to authenticate the data obtained.

The remainder of the questions on the Title Page are concerned with the number of students currently enrolled, and whether the institution is coeducational.

Section I, Plans of Organization for Group Study of Occupational Information.-- Section I is designed to obtain information concerning formal organization for the group study of occupational information. There are five sub-heads within Section I that deal with specific examples of organization. They are:

A. Through regularly organized course (s) in guidance or occupations.
B. By including definitely organized units in occupational information in one or more regular subject matter courses, i.e., English, Economics, etc.
C. Through student assemblies.
D. Through small interest group conferences.
E. If some other plan of organization for group study of occupations is used please describe it on a separate sheet and attach to this form.

Through the five sub-heads in Section I it is felt that the reporting institution has ample opportunity to describe its plan of organization for the group study of occupations. It the program cannot be explained adequately through sub-heads A, B, C, and D, then sub-head E affords the opportunity for the respondent to describe his plan and attach the description to the questionnaire.

Section II, Content of Organized Offering in Occupational Information.-- The purpose of Section II of the questionnaire is to have

the reporting institution list the topics or units on occupations which are usually included in the offering of the reporting institution. A code is provided to facilitate the description of the unit or topic, that is, exactly how the topics or units are presented. If the respondent feels that more space is needed than is provided by the questionnaire, then he is encouraged to add additional topics or units on a separate sheet. The use of the code enables the reporting institution to describe the form of organization used in the presentation of the topics or units in a comprehensive way. It will also be noted that sample topics or units are suggested to aid the respondent in filling out this section of the research instrument.

Section III, Specific Methods Used in Imparting Occupational Information.-- It will be noted that Section III deals with specific methods of imparting occupational information in institutions of higher learning. The writer feels a debt of gratitude to Gertrude Forrester [1/] for the many suggestions found in her book, "Methods of Vocational Guidance", from which many of the methods suggested in that work were used in Section III of the research instrument.

The specific methods listed in the questionnaire were felt to offer a comprehensive coverage of methods for imparting occupational information, but there was the possibility that new methods, unknown to current writers are employed. With such a possibility in mind, a section was provided where the reporting institution could list additional methods not found in the research instrument.

1/ Gertrude Forrester, Methods of Vocational Guidance. D. C. Heath and Company, Boston, 1944.

Again, as in previous sections of the questionnaire, a simple code system was used to determine the frequency with which the various methods were used.

Section IV, Objectives of Occupational Information Programs.-- The possibility that there would be considerable variance of objectives of programs of occupational information in institutions of higher learning made it apparent that the needs of this study would best be achieved by allowing the reporting institutions to list their own objectives. Such a procedure would not limit the reporting institution to a specific set of objectives previously drawn up. It would be almost impossible to provide a check list of likely objectives and still hope to get full coverage.

Examples of objectives were provided so that the reporting institution would better understand just what the research instrument was attempting to find.

Many questionnaires that have been used in previous educational research were reproduced on a poor grade paper, and it was noted that the respondents had trouble writing on such a poor surface. Thus by using a bond paper to print the questionnaire on, the respondents would have little difficulty writing on the questionnaire, especially if ink was used by the respondent.

Test sampling of the research instrument.-- To determine the adequacy of the research instrument and to discover any defects, it was decided to use the research instrument on a sample population. The Boston University School of Business Administration and the Boston University General College were selected to test the research instrument.

Through the kind cooperation of the Guidance Staff at both schools, the research instrument was used to report their provisions for imparting occupational information. Upon the completion of the test sampling of the research instrument, the Guidance Staffs in both schools went over the results and added their suggestions.

After careful deliberation by those concerned with the test sampling, it was decided that the present research instrument would meet the needs of the proposed study. The research instrument then was printed in its present form and prepared for mailing to the selected institutions.

Selecting the Institutions

Preparation of the mailing list.-- The selection of the institutions of higher learning to be surveyed and the preparation of a mailing list offered many problems. With the great number of Senior and Junior Colleges in the United States, it was felt that only those institutions with programs of occupational information should be sent a questionnaire. By sending the questionnaire to only those institutions with known programs, a great deal of time and effort would be saved.

In order to obtain a list of such institutions, a letter requesting the names of institutions with programs of occupational information was sent to the United States Office of Education. The United States Office of Education reported that at present they had no such information but suggested that the various state departments of education may have such information.

Following the advice of the United States Office of Education,

a letter requesting the names of institutions of higher learning in their specific state having programs of occupational information was sent to the departments of education in the forty-eight states. Twenty-six replies were received and the great majority of them listed institutions with programs for imparting occupational information. The various guidance and educational journals offered many leads as did individual members of the Boston University faculty. The page in the New York Sunday Times dealing with education also provided many valuable leads.

Mailing procedure.-- When the mailing list was completed, the process of mailing out the questionnaire was inaugurated. With each questionnaire, a letter explaining the purpose of the study and requesting the cooperation of the institution, was included. A self-addressed and stamped envelope was provided for the convenience of the institution returning the questionnaire.

Thirty-eight Junior Colleges and one hundred and six Senior Colleges were sent questionnaires. Out of the total of one hundred and forty-four questionnaires sent out, replies were received from forty-eight Senior Colleges and Sixteen Junior Colleges.

Institutions participating in the study.- Besides the sixty-four institutions returning completed questionnaires, a great many letters were received from other institutions concerning their programs. Such letters stated that there were no programs in operation but they hoped to start programs in the future. Also, many institutions wrote to the effect that they had no formal programs but offered occupational information on an informal basis. However, only those institutions that

returned completed questionnaires are included in this study. Following is a complete list of the institutions of higher learning participating in this study:

Senior Colleges

Name of Institutions	Location
Adelphi College	Garden City, New York
Alfred University	Alfred, New York
Amherst College	Amherst, Massachusetts
Antioch College	Yellow Springs, Ohio
Berea College	Berea, Kentucky
Boston University College of Business Administration	Boston, Massachusetts
Boston University General College	Boston, Massachusetts
University of Bridgeport	Bridgeport, Connecticut
Bucknell University	Lewisburg, Pennsylvania
Denison University	Granville, Ohio
Drake University	Des Moines, Iowa
Duke University	Durham, North Carolina
Eastern Montana Normal College	Billings, Montana
Elmira College	Elmira, New York
University of Massachusetts	Amherst, Massachusetts
Mills College	Oakland, California
Mohawk College	Utica, New York
Montana State Normal College	Dillon, Montana
Montana State University	Missoula, Montana
University of New Hampshire	Durham, New Hampshire
New Mexico State Teachers College	Silver City, New Mexico
New York University School of Commerce	New York, New York
University of North Carolina	Chapel Hill, North Carolina
Ohio State University	Columbus, Ohio
Pasadena College	Pasadena, California
Roanoke College	Salem, Virginia
Russell Sage College	Troy, New York
Rutgers University School of Education	New Brunswick, New Jersey
Sampson College	Sampson, New York
Seton Hall College	South Orange, New Jersey
Simmons College	Boston, Massachusetts
University of South Carolina	Columbia, South Carolina
Springfield College	Springfield, Massachusetts
Stetson University	De Land, Florida
Stevens Institute of Technology	Hoboken, New Jersey
Stephens College	Columbia, Missouri
Swathmore College	Swathmore, Pennsylvania
Syracuse University	Syracuse, New York

Senior Colleges, con't.

Name of Institution	Location
Temple University	Philadelphia, Pennsylvania
Trinity College	Hartford, Connecticut
Union College	Schenectady, New York
Vanderbilt University	Nashville, Tennessee
Wesleyan University	Middletown, Connecticut
Williams College	Williamstown, Massachusetts
Wilmington College	Wilmington, Ohio
Wilson College	Chambersburg, Pennsylvania
Wittenberg College	Springfield, Ohio
Wofford College	Spartanburg, South Carolina

Junior Colleges

Bucknell University Junior College	Wilkes-Barre, Pennsylvania
Chicago City Junior College, Herzl Branch	Chicago, Illinois
Colby Junior College	New London, New Hampshire
Fullerton Junior College	Fullerton, California
Holyoke Junior College	Holyoke, Massachusetts
Tarleton Agricultural College	Tarleton Station, Texas
Long Beach Junior College	Long Beach, California
Marin Junior College	Kentfield, California
Morton Junior College	Cicero, Illinois
Riverside Junior College	Riverside, California
San Francisco Junior College	San Francisco, California
San Mateo Junior College	San Mateo, California
San Monica Junior College	San Monica, California
Stockton Junior College	Stockton, California
Vincennes University Junior College	Vincennes, Indiana
Westbrook Junior College For Girls	Portland, Maine

Characteristics of the Institutions

Purpose of the title page.-- The title page of the questionnaire was designed to obtain the vital statistics concerning the institutions represented in this study. If the vital statistics of the schools were known, the whole picture of the programs of occupational information in the sixty-four institutions surveyed would have more meaning.

If the reader is aware of the various characteristics of

the institutions in this study, he will interpret the data with more understanding. That is, the vital statistics such as the name and location of the reporting institutions and their size help the reader to better understand the situation relating to occupational information programs in institutions of higher learning.

As previously stated, such information adds to the validity of the study. A typical example of the value of such vital statistics adding to the validity of the study are Tables 1 and 2 which list the titles of the respondents. It is felt that any reader who notes the official titles cannot help but be impressed by the qualifications of the various respondents.

Therefore, this chapter will be concerned with the characteristics of the responding institutions.

Diversity of respondent titles.-- From the titles of the respondents who reported the programs of occupational information for their respective institutions, it is quite evident that considerable thought and time was given to the questionnaire. The data indicated in Tables 1 and 2 would seem to show that the respondents are well qualified to report on the programs of occupational information.

Table 1. Titles of Respondents Reporting in 48 Senior Colleges

Titles of Respondents	Frequency
Director of Placement	13
Associate Dean	4
Director of Guidance	3
Dean of Women	3
Dean	3
Director of Student Personnel	2

Table 1. (concluded)	Frequency
Director, Veterans Administration Guidance Center.....	1
President.....	1
Director, University Testing Service.....	1
Dean of Freshmen and Sophomores.....	1
Head, Department of Education.....	1
Assistant Director, Bureau of Testing and Guidance....	1
Vocational Appraiser.....	1
Vocational Appraiser and Instructor of Psychology.....	1
Men's Counselor.....	1
Director of Men's Counseling.....	1
Director of Admissions and Guidance.....	1
Associate Personnel Director.....	1
Director, University Counseling Service.....	1
Assistant to the Director of Personnel.....	1
Vocational and Educational Counselor.....	1
Guidance Counselor.....	1
Director, Occupational Guidance Service.....	1
Vocational Guidance Director.....	1
Registrar.....	1
Director, Opportunities Service.....	1

The duties of the various respondents would vary from school to school as do their titles. However, it is interesting from an administration viewpoint, to know what personnel are given the task of carrying out programs of occupational information in institutions of higher learning. The personnel in both the Junior and Senior Colleges as given in Tables 1 and 2 are similar, that is, both groups of officials hold responsible positions in their respective institutions.

Table 2. Titles of Respondents Reporting in 16 Junior Colleges

Titles of Respondents	Frequency
Dean of the College.....	3
Instructor, College Personnel.....	1
Guidance Director.....	1
Vocational Counselor and Associate Dean.....	1
Head Counselor.....	1

Table 2. (concluded) Titles of Respondents	Frequency
Dean of Curriculum and Guidance	1
Dean of Guidance	1
Associate Dean	1
Dean of Women	1
Dean of Men and Director of Guidance	1
Counselor, Guidance Office	1
President	1
Director, Veterans Administration Guidance Center	1
Director of Counseling and Guidance	1

As has been stated previously, it is difficult to read in the duties of the various officials listed in Tables 1 and 2, because of the various sizes of the reporting institutions. It seems logical that if an administrative official reported the program of occupational information, such a person was in all probability engaged in such a program. This would be true particularly in the smaller institutions where personnel often serve in dual capacities, while in institutions of greater size specialists in guidance carry out only guidance functions.

Range of enrollments reported.-- To the question on the title page of the questionnaire, "Number of students currently enrolled?", the greatest number of Senior Colleges were found to have enrollments in the 1001 to 2500 category. In the Junior Colleges the greatest number of schools appeared in the 1001 to 2500 category as did the Senior Colleges.

Table 3. Range of Enrollment Distribution of 48 Senior Colleges as Reported.

Number of Students Enrolled	Number of Schools	Percent
Under 500	5	10.4
501 to 1,000	11	22.9
1,001 to 2,500	19	39.5
2,501 to 5,000	8	16.6
5,001 to 10,000	2	4.1
Over 10,000	3	6.2
Total	48	

Table 4. Range of Enrollment Distribution of 16 Junior Colleges as Reported.

Number of Students Enrolled	Number of Schools	Percent
Under 500	4	25.0
501 to 1,000	3	18.7
1,001 to 2,500	7	43.7
2,501 to 5,000	2	12.5
Total	16	

Obviously there are changes in the total enrollment of any institution because of withdrawals, transfers and various other reasons. Therefore the enrollment figures given in Tables 3 and 4 are approximate. Many of the reporting institution listed their respective student populations as approximate. It is felt that the total enrollment picture will not be changed by the relative difference between actual and approximate figures.

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Total number of students represented in the study.-- The total number of students in this study is approximate as has been previously explained, but as close to the actual enrollment as is possible under the circumstances. In the Junior College category there are approximately 23,883 students, representing sixteen institutions. There is approximately a total of 168,697 students represented in the forty-eight Senior Colleges. The grand total of students in this study, representing sixteen Junior Colleges and forty-eight Senior Colleges, is approximately 192,580 students.

Analysis of population data.-- The data in Table 5 indicates that coeducational institutions are in the majority in the Senior and Junior College category.

Table 5. Analysis of Coeducational Population of the 64 Reporting Institutions.

Description of Institution	Total Number of Reporting Institutions	Coeducational	
		Number	Percent
Senior College.....	48	30	62.5
Junior College.....	16	14	87.5
Total	64	44	68.7

In regards to the institutions with only men or women students, it was found that there are approximately twice as many institutions admitting only men than those admitting women. The significant difference found in both Tables 5 and 6 is that 68.7 percent of the total institutions surveyed are coeducational as against 31.2 that are not coeducational.

Table 6. Analysis of Student Population of the 64 Reporting Institutions Admitting Men or Women Only.

Description of Institution	Total Number	Men		Women	
		Number	Percent	Number	Percent
Senior College...	48	13	27.0	5	10.4
Junior College...	16	0	0	2	12.5
Total	64	13	20.3	7	10.9

CHAPTER III

ORGANIZATION FOR GROUP STUDY OF OCCUPATIONAL INFORMATION

Organization and the Program

Importance of organization.-- It is axiomatic in education that good planning is essential to good teaching. Thus, in the presentation of occupational information in institutions of higher learning a basic plan of organization of the material to be presented is necessary. For without definite plans of organization, the objectives of the program and the means of carrying them out are likely to be lost in the maze of confusion that shrouds poorly planned teaching.

With the recognized need for good planning and organization in the presentation of occupational information, the research instrument was designed so that the reporting institution could easily describe its particular plan of organization for the study of occupational information. A detailed description of the research instrument and its function concerning plans of organization has been given in a previous section of this study. As stated in the detailed description of the research instrument, the respondents were given considerable latitude in their description of the organization for the group study of occupational information. It is felt that the various institutions represented in this study should state their plans of organization in order that the total program may be better understood. Thus, the whole program could be evaluated in relation to the content, specific methods

and objectives. Therefore this chapter will be concerned with the plans of organization for the group study of occupational information in institutions of higher learning.

Description of the tables.-- It should be brought to the attention of the reader that each table in this chapter lists the plans of organization as stated in the research instrument. For purposes of comparison, separate tables describing each form of organization have been set up for Senior Colleges and Junior Colleges. Also, each single statement in the tables represents a single institution. The number of institutions not reporting are given at the conclusion of each table.

An attempt has been made to preserve the original statement. However, it has been necessary, in some instances, to edit the original statement to meet the requirements of limited space. In the cases where it has been necessary to edit the original statement to meet the needs of limited space, the original idea has been preserved.

Detailed Analysis of the Organization

Through regularly organized courses in guidance or occupations.-- It was found that thirty-six Senior Colleges out of the forty-eight represented in this study, reported no organized courses in guidance or occupations. Of the sixteen Junior Colleges surveyed, ten reported no formal course in guidance or occupations. The data suggest that regularly organized offerings in occupational information are for the most part, the exception.

However, it should be noted that many of the institutions that reported no formal offerings in guidance or occupations use other media for imparting occupational information. The various other

media of presenting occupational information will be considered in subsequent sections of this study.

The data would seem to indicate that the majority of the formal course offerings could be listed under General Orientation in both the Senior and Junior Colleges. A comparison of Tables 7 and 8 indicates that a majority of the formal offerings occur in the first year of school.

Half of the Senior Colleges reporting formal organized courses in guidance or occupations stated that such were required courses, and the other six Senior Colleges offered them as electives.

Table 7. Plans of Organization For Group Study of Occupational Information Through Regularly Organized Courses in Guidance or Occupations As Reported in 48 Senior Colleges.

Title of Course	Classes Offered To	Number Of Weeks	Periods Per Week	Required Or Elected	Amount Of Credit
General Orientation.....	Fresh.	30	1	R	0
Occupations and Occupational Research.....	Jr. Sr. Grad.	18	3	E	3
Group Guidance, and Educational and Occupational Orientation.....	Fresh.	30	1	R	2
Youth Manpower and Guidance..	Sr.	20	3	E	5
Business Orientation.....	Fresh.	30	1	R	4
Freshmen Orientation.....	Fresh.	18	1	R	1

Table 7. (concluded)

Title of Course	Classes Offered To	Number Of Weeks	Periods Per Week	Required Or Elected	Amount Of Credit
Orientation....	Fresh.	1	1	R	0
Orientation....	Fresh.	12	1	R	0
Occupational Planning.....	Fresh. Soph.	9	1	E	1
Vocational Guidance.....	Jr. Sr.	18	3	E	3
College Opportunities.....	Fresh.	30	1	R	0
Occupational Information..	Jr. Sr.	12	2	E	3/4

Note: Thirty-six institutions reported no regularly organized courses in Guidance or Occupations.

Table 8. Plans of Organization For Group Study of Occupational Information Through Regularly Organized Courses in Guidance or Occupations As Reported in 16 Junior Colleges.

Title of Course	Classes Offered To	Number Of Weeks	Periods Per Week	Required Or Elected	Amount Of Credit
Freshmen Counseling....	Fresh.	8	1	E	0
College Techniques....	Fresh.	18	1	R	1
College and Life.....	Fresh.	17	2	R	2
Psychology Five.....	Fresh. Soph.	18	2	E	2

Table 8. (concluded)

Title of Course	Classes Offered To	Number Of Weeks	Periods Per Week	Required Or Elected	Amount Of Credit
Home Economics Orientation, and Current Affairs.....	Fresh.	18	1	R	1
	Fresh, Soph.	18	1	E	1
Personal Development..	Fresh.	18	2	E	1
Occupations....	Fresh. Soph.	18	3	E	3
Occupations and Psychology of Adjustment...	Fresh. Soph.	18	2	E	2
	Fresh. Soph.	18	2	E	2
Occupations and Occupational Research.....	Soph. Jr. Sr.	16	2	E	2
Methods of Study and Career Guidance Problems of Vocational Adjustment...	Fresh.	16	2	R	2
	Fresh.	16	2	E	2

Note: Ten institutions reported no regularly organized courses in Guidance or Occupations.

Three of the Junior Colleges made their formal course a requirement while ten put it on an elective basis.

The vast majority of the Senior and Junior Colleges offer academic credit for their formal course in Guidance or Occupations. Also a majority of the institutions ran the course in Guidance or Occupations for a period of eighteen weeks or half of a school year. The courses in Guidance or

Occupations of over half of the Senior and Junior Colleges met one period a week. Of course it is difficult to judge the number of periods per week because of the variation of the length of a period from institution to institution. For example, one school may meet once a week and spend two hours while another school could meet twice a week and still spend the same amount of time.

Organized units in occupational information in one or more regular subject matter courses.-- Of the forty-eight Senior Colleges reporting, forty reported no organized units in occupational information in regular subject matter courses. Ten of the Junior Colleges surveyed reported no units of occupational information integrated with regular subject matter courses.

In Tables 9 and 10 each statement represents one school.

Table 9. Plans of Organization for Group study of Occupational Information by Including Definitely Organized Units in Regular Subject Matter Courses as Reported in 48 Senior Colleges.

Title of Course	Approximate Number of Periods	Required Or Elected	Classes Offered To
Art and Science of Home-making.....	2	E	Junior
Freshmen English.....	4	R	Fresh.
All departments emphasise occupational information when possible.....	-	-	All students.
Life Science.....	Interspersed	R	Open to
Business Administration....	with sub-	E	all
English.....	jects	R	students.

Table 9.(concluded)

Title of Course	Approximate Number of Periods	Required Or Elected	Classes Offered To
English.....	-	R	All students.
.....			
Applied Psychology.....	1	E	Upper three.
Electrical Engineering...	1	-	Depends on major.
Survey of Engineering....	-	-	Majors.
English.....	-	-	All students.
Business Organization....	5	E	Anyone.
Radio in Modern Society..	2	E	Anyone.
Nursery School Methods...	2	E	Soph.
Aviation in the Modern World.....	3	E	Anyone.
Field of Social Work.....	10	E	Anyone.
Merchandising.....	3	E	Anyone.
Introduction to Advertising.....	1	E	Anyone

Note: Forty institutions reported no units of occupational information in regular subject matter courses.

Table 10. Plans of Organization for Group Study of Occupational Information by Including Definitely Organized Units in Regular Subject Matter Courses as Reported in 16 Junior Colleges.

Title of Course	Approximate Number of Periods	Required or Elected	Classes Offered To
Business Organization.....	3	E	Fresh. Soph.
Secretarial Practice.....	-	R	Soph.
Given in all subject matter courses when possible...	-	-	All students.

Table 10. (concluded)

Title of Course	Approximate Number of Periods	Required or Elected	Classes Offered To
Psychology of Adjustment.....	10	E	Soph.
Personal Development.....	6	E	Fresh.
Personnel Relations.....	13	R	All trade students.
Introduction to Business.....	10	E	Business Education Majors.

Note: Ten institutions reported no units of occupational information in regular subject matter courses.

Thus in the grouping it will be noted that some of the schools that do have such a plan of integration have more than one regular subject matter course in which occupational information is included. The data suggest that integration of occupational information with regular subject matter courses is not generally in use, at least in the sixty-four institutions of higher learning surveyed in this study. Of the eight Senior Colleges and the six Junior Colleges that did have definite units of occupational information, the majority of them tend to be included in subjects that deal with direct application rather than theoretical subjects. The typical example of this trend is the use of such units in Business Administration courses rather than the Liberal Arts. In general, such subject courses are open to qualified students and are elective.

Through student assemblies.-- The analysis of the data concerned with imparting occupational information through the medium of student assemblies seems to indicate that the majority of the reporting institutions use such a plan. Twenty Senior Colleges reported no planned vocational assemblies and eight Junior Colleges reported no assemblies. It will be noted in Tables 11 and 12 that there is a great variety in the frequency of vocational assemblies.

The majority of the assemblies in both the Senior and Junior Colleges are planned for the entire student body or those students with special interests in particular fields of work. Of the various plans for the presentation of occupational information, vocational assemblies seem to be popular in the sixty-four institutions surveyed. As in the previous sections dealing with the plans of organization for the group study of occupational information, each statement represents a single institution.

Table 11. Plans of Organization for Group Study of Occupational Information Through Students Assemblies as Reported in 48 Senior Colleges.

Assemblies Planned For	Frequency of Planned Vocational Assemblies
Freshmen classes.....	Held between Jan. and April. Two or three a week.
Freshmen classes.....	Six times a year.
Engineering freshmen.....	Once a week for eighteen weeks.
Freshmen.....	Three times a year or more if requested.

.....

.....

.....

.....

Table 11. (continued)

Assemblies Planned For	Frequency of Planned Vocational Assemblies
Freshmen and sometimes all students.....	No set number.
All students.....	No set number.
All University Career Day for entire student body..	Once a year.
College as a whole and sometimes special interests groups.....	Average three a year.
Freshmen and sophomores.....	No set number.
All classes.....	Twelve times a year.
All classes.....	Once a year for two full days.
All classes.....	One-half day devoted fully to a round table discussion.
All classes.....	One full day conference every other year, with occasional conferences in alternative years.
All classes (Career Planning Lectures).....	Six times a year.
Voluntary.....	Ten times a year.
All classes.....	Twenty to twenty-five a year.
All classes.....	Five times a year.
Freshmen.....	Weekly.
Seniors.....	Once or twice a year.
All classes.....	One general meeting a year.
All classes.....	One big occupational conference a year.
All students interested in special fields.....	Depending on the demand.

Table 11. (concluded)

Assemblies Planned For	Frequency of Planned Vocational Assemblies
All freshmen and other classes on a voluntary basis	Once a year, two full days.
Freshmen and sophomores required to attend and other students on a voluntary basis	Six times a year.
Freshmen and sophomores	No set number.
Entire student body	Four every year.
Sophomores	Once a year.
Entire student body	No set number.
Special groups of interested students	No set number.

Note: Twenty institutions reported no planned vocational assemblies.

Table 12. Plans of Organization for Group Study of Occupational Information through Student Assemblies as Reported in 16 Junior Colleges

Assemblies Planned For	Frequency of Planned Vocational Assemblies
All students interested	No set number.
All students interested	No set number.
All students	No set number.
All students	Yearly.
Nursing, engineering and journalism majors	Two every year.
Separate assemblies for special majors	Weekly.
Business Department	Full day a year.
Home Economics Department	Full day a year.
Separate assemblies for special majors	No set number.

Note: Eight institutions reported no planned vocational assemblies.

Through small interest group conferences.-- From the data obtained relating to the presentation of occupational information through small interest groups, it would seem that such a method is used in a majority of the institutions surveyed. Eighteen Senior Colleges and ten Junior Colleges reported no planned small group study of occupational information.

The size of the small interest groups ranges from ten students to as many as three hundred. The great majority of both the Senior and Junior Colleges have definite, scheduled group meetings. This fact could be interpreted to mean that meetings are held on the basis of student demands, or when qualified speakers are available.

Table 13. Plans of Organization for Group Study of Occupational Information Through Small Interest Group Conferences as Reported in 48 Senior Colleges.

Basis of Organization	Average Size of Groups	Percent of Total Student Body	Frequency of Group Meetings
Students with like interests meet with the placement officials to discuss problems.	35	-	No set number.
Majors in various fields.....	20-40	-	Two a year
Occasional interest groups.....	50	-	Varies.
A week of vocational emphasis...	20-30	10.0	Twice.
Guidance forums in the major fields.....	50-70	Most students	Thirty a Year.
Special interest groups.....	40	-	No set number.
Clubs invite speakers.....	50-70	25.0	Four a Year.

Table 13. (continued)

Basis of Organization	Average Size of Groups	Percent of Total Student Body	Frequency of Group Meetings.
Outside speakers invited to speak to interested groups..	20-200	40.0	Four a Year.
Occasionally interested groups.	20-35	-	No set number.
Special interest groups.....	25-300	-	Twenty-five a year.
Students with special interest.	25-30	All Students	Eight a Year.
Outside speakers talk with interested students.....	25	-	Six a Year.
Outside speakers talk with interested students.....	-	-	-
Dean talks with Seniors.....	10	Seniors Only	No set number.
Seniors meet with possible employers and discuss their interests and opportunities.....	15-20	10.0	Weekly for three months.
Various clubs invite noted authorities to discuss vocational opportunities..	-	Seniors only	Every week or so.
Engineering Society invites speakers to talk on vocational opportunities.....	100	10.0	Once a week.
Various special interest clubs.....	30	-	Every few weeks.
Special interest clubs hold meetings and discuss vocational opportunities.....	-	-	No set number.
Department heads hold vocational opportunities talks..	-	25.0	No set number.

Table 13. (concluded)

Basis of Organization	Average Size of Groups	Percent of Total Student Body	Frequency of Group Meetings
Students discuss test results in light of their vocational interests.....	-	Juniors and Seniors	Four meetings a year.
Special interest groups.....	75	-	Once a month.
Special interest groups.....	15-30	20.0	Once a month.
Seniors meet with possible employers.....	15-20	-	No set number.
Special interest clubs have speakers talk on vocational opportunities.....	15-20	5.0	Once a month.
Career Counseling Series, speakers from various occupations talk on vocational opportunities.	25	10.0	Eighteen meetings.
Fraternities invite speakers to talk on vocations and vocational opportunities..	10-40	-	No set number.
Technical societies invite speakers to talk on vocational opportunities....	-	-	No set number.
Recent graduates are invited to meetings to discuss vocations and opportunities.	50-100	-	No set number.
Meetings are held in dormitories to discuss vocational problems.....	-	-	No set number.

Note: Eighteen institutions reported no planned group study of occupational information.

Table 14. Plans of Organization for Group Study of Occupational Information Through Small Interest Group Conferences as Reported in 16 Junior Colleges.

Basis of Organization	Average Size of Groups	Percent of Total Student Body	Frequency of Group Meetings
Panal discussions on various occupations held in classes..	25-30	50.0	Once a week.
Special interest groups.....	10	-	Four a year.
Special interest groups.....	10-15	50.0	Six a year.
Held in dormitories on an informal basis for those students interested.....	35	50.0	No set number.
Special interest groups.....	10-50	75.0	Twice a year.
Students meet with their advisers on a volunteer basis.....	11-45	60.0	Twice a year.

Note; Ten institutions reported no planned group study of occupational information.

Summary of the findings.--From a study of the findings, it is evident that many institutions of higher learning are failing to provide organized group study of occupational information. It is indeed open to speculation as to how much and how good the vocational information given to students in institutions of higher learning is.

However, it is not the purpose of this study to speculate, but the data seem to point to the fact that there is considerable room for improving the organization for the group study of occupational information in the sixty-four institutions of higher learning surveyed.

It would seem that more should be done in institutions of higher

learning to present occupational information through the medium of small interest groups. The informal groups who listen to speakers dealing with occupational information in specific fields of work affords the student an excellent opportunity to get first hand information. The use of the field trip by special interest groups to places of employment gives the students the opportunity to observe workers and to talk to those who are actively engaged in working in the students special interest field. The use of the small interest group for the study of occupational information is of particular merit because of the personal attention a student may get to his particular vocational interest or problem. It is felt that a student may get a much better understanding of the nature of the work and its problems by seeing and talking to workers who are in the field. Personal observation of working conditions are of tremendous value to the student who is contemplating work in the particular field which he has the opportunity to observe.

CHAPTER IV

CONTENT OF ORGANIZED OFFERING IN OCCUPATIONAL INFORMATION

Content and the Program

Importance of content.-- If the content of the various programs were known, a more complete picture of the various occupational information programs in the reporting institutions could be obtained. The content of the program reflects the caliber of the entire program. That is, the actual topics or units dealing with occupational information are in reality, the very heart of the program.

This Chapter will be concerned with an examination of the Content of the programs of occupational information as reported in the cooperating institutions.

Diversity of content.-- The actual content of the various programs would be expected to be diverse and to vary to meet the specific needs of the particular institution. As previously explained in Chapter II, the reporting institution was asked to list the topics or units dealing with occupational information which are usually included in the offering of the institution.

It was felt that the anticipated diversity of offerings would require a self-explanation on the part of the respondent in this phase of the total program. It may be noted that the research instrument offered examples of typical topics or units to guide the respondent. Space was

provided to allow the reporting institution to list the topics or units regularly offered in the particular institution. If the reporting institution needed additional space to list its offerings, the addition of a separate sheet to the research instrument was encouraged.

Group organization and content.-- In order to determine the kind of group organization through which each topic or unit was presented, a code was provided to facilitate the reporting of such data. Thus, the respondent listed the topic or unit and the form of group organization used in presenting the topic or unit. The form of group organization is necessary in order to know how the topic or unit is presented to the students. The forms of organization listed are:

A. Through regularly organized course(s) in guidance or occupations.
B. By including definite units in occupations in one or more subject matter courses.
C. Through student assemblies.
D. Through small interest group conferences.
E. Through other plans described by the person reporting.

The respondent was requested to indicate the form of organization through which each topic or unit is presented by using the capital letters A, B, C, D, or E. Thus a simple code was utilized to describe the form of group organization used for a particular unit or topic and at the same time made it possible to handle the data with comparative ease in the final tabulations.

Content in Higher Education

Topics and units in occupational information.-- The data presented in Table 15 indicates that the Senior Colleges represented in this study, have for the most part, failed to offer topics or units dealing

with occupational information. Of the forty-eight Senior Colleges represented in this study, thirty-two reported no topics or units related to the study of occupational information.

However, many of the Senior Colleges that reported in the negative explained that occupational information was presented on an individual basis or through other media explained in previous and subsequent chapters of this study. Some of the Senior Colleges went to great length to describe their individual approach to the presentation of occupational information. It was also noted that many of the Senior Colleges referred to their lack of units or topics in an appologetic manner.

The situation in the Junior Colleges is the complete reverse of the Senior Colleges. Seven of the sixteen Junior Colleges surveyed reported no topics or units dealing with occupational information. Thus it may be concluded that the Junior Colleges offer more in organized occupational topics or units than do the Senior Colleges, that is, as found in this study. In Tables 15 and 16 the topics and units are arranged in their rank order. Because of the limited space in preparing a Table, the Code letters are used to denote the group organization.

Need for editing.-- In response to Part II of the research instrument, many of the respondents listed topics and units that dealt with the guidance program and were not concerned with the presentation of occupational information. The needs of this study would be best met if only those topics and units concerned with occupational information were used in the preparation of the data. Again, as in other sections

of this study, it was found that there existed a great diversity in the verbiage of the stated units and objectives, but their ideas were similar. Therefore it was necessary to edit the statements, keeping in mind the original idea. It is felt that such editing will avoid repetition and add to the clarity of the statements. At all times, the original idea was kept intact even though the verbiage was through necessity changed.

Opportunities in various fields.-- In the Senior Colleges the topic dealing with opportunities in various fields of work ranked first. It should be noted, in the column entitled, Number of Schools Reporting, that many of the institutions listing such a topic or unit had related topics in a specific occupation and therefore it was necessary to record the number of times a related topic occurred. For example, Topic A under the general title of Opportunities in Business has twenty-two schools listing such a topic or unit. Also, under the Form of Group Organization it should be noted that many institutions reporting a particular topic or units, presented said topic or unit under one or more different forms of group organization. Thus, Opportunities in English (Senior College) has a total of five under Organization while only three institutions reported such a topic. The reason for such a condition is that some topics or units were offered under more than one form of organization. Such a procedure holds true in Table 16 also.

Summary of the findings.-- From the data presented in Tables 15 and 16 it is quite evident that there is considerable room for improvement in the Senior Colleges in presenting units and topics dealing

Table 15. Content of Organized Offering in Occupational Information as Reported in 48 Senior Colleges.

Rank Order	Statement of Topic or Unit	Number of Schools Reporting	Form of Group Organization			
			A	B	C	D
1.	Opportunities in: (9)					
	A. Business.....	22	10	0	10	11
	B. Science.....	18	1	1	11	10
	C. Medicine.....	4	0	0	1	3
	D. English.....	3	0	0	2	3
	E. Political Science and Law.....	3	1	0	2	1
	F. Education.....	1	0	0	1	1
	G. Art.....	1	0	0	1	1
	H. Sociology.....	1	0	0	1	1
	I. Foreign Service.....	1	0	0	1	1
2.	Employment trends and opportunities.....	8	1	0	6	5
3.	The gathering of occupational information and its use in a job study.....	5	4	2	1	1
4.	The use of tests in determining occupational choice and adjustment.....	4	4	0	2	1
5.	Choosing courses of study in relation to vocational goals.....	3	1	0	3	0
5.	Factors influencing the employment interview.....	3	1	1	1	1
6.	How to write letters of application.....	2	0	2	0	2

Table 15. (concluded)

Rank Order	Statement of Topic or Unit	Number of Schools Reporting	Form of Group Organization A	B	C	D
6.	Choosing a career.....	2	2	0	1	0
6.	Success on the job.....	2	1	0	2	0
6.	Career counseling series.....	2	0	0	0	2
7.	The library as a source of occupational information...	1	1	0	0	0
7.	Suggestions for job seekers..	1	1	0	0	0
7.	Physical adjustments on the job.....	1	1	0	0	0
7.	The relation of permanent work to early work experience.....	1	1	0	1	0
7.	Particular problems of women as to careers and marriage.	1	1	1	0	0
7.	Vocational orientation.....	1	0	0	1	1
7.	Consideration of social needs in choosing an occupation..	1	1	0	0	0
7.	Plan of action for individual students in selecting a career.....	1	1	0	0	0
7.	The present economic setting and the quest for security.	1	1	0	1	0

Note: Thirty-two institutions reported no regular topics or units.

with occupational information. The Junior Colleges have done considerably more in this respect.

It is felt that the needs of the individual students will

Table 16. Content of Organized Offering in Occupational Information as Reported in 16 Junior Colleges.

Rank Order	Statement of Topic or Unit	Number of Schools Reporting	Form of Group Organization			
			A	B	C	D
1.	How to get a job.....	5	2	4	0	1
2.	Success on the job.....	4	4	1	0	0
2.	The gathering of occupational information and its use in a job study.....	4	3	1	0	0
2.	The use of tests in determining occupational choice and adjustment.....	4	4	0	0	0
3.	Choosing a career.....	3	3	0	0	0
3.	General survey of occupations.	3	3	0	0	0
3.	Opportunities in: (3)					
	A. Education.....	2	0	0	0	2
	B. Clerical Work.....	2	0	2	0	1
	C. Engineering.....	2	0	0	0	2
	D. Medicine.....	1	0	1	0	1
	E. Business.....	1	0	1	0	1
	F. Law.....	1	0	1	0	1
	G. Chemistry.....	1	0	0	0	1
	H. Art.....	1	0	0	0	1
	I. Journalism.....	1	0	0	0	1
	J. Architecture.....	1	0	0	0	1
4.	Related occupations.....	1	1	0	0	0
4.	How to write letters of application.....	1	1	0	0	0

Table 16. (concluded)

Rank Order	Statement of Topic or Unit	Number of Schools Reporting	Form of Group Organization A	B	C	D
4.	On-the-job training opportunities.....	1	0	0	0	1
4.	Opportunities for advancement.....	1	0	1	0	1
4.	Schools offering specialized and professional training..	1	0	1	0	1
4.	School subjects and related occupations.....	1	1	0	0	0
4.	Relation of a position to homemaking.....	1	0	1	0	0
4.	How to prepare for a specific job.....	1	1	0	0	0
4.	Current and future occupational opportunities.....	1	1	0	0	0
4.	Finding job vacancies.....	1	1	0	0	0
4.	The employment interview.....	1	1	0	0	0

Note: Seven institutions reported no regular topics or units.

best be met if the institutions of higher learning inject more occupational information into their regular offerings. If such a procedure is adhered to, the students will see the value of their particular courses in the light of the direct application of particular courses to their vocational choice. That is, students will see that academic courses are not vague and without application to the work-a-day world. With a knowledge of what to expect in a given field of work, a student is less

likely to be shocked by the reality of working at his chosen occupation. In many cases, adequate occupational information will prevent students from making bad vocational decisions.

CHAPTER V

SPECIFIC METHODS USED IN IMPARTING OCCUPATIONAL INFORMATION

Importance of Method

Need for specific methods.-- As in any phase of teaching, there are many methods used in the transfer of knowledge. Without such methods of transfer, education would be almost impossible. Each new era brings new methods and techniques in the presentation of subject matter. The methods used a century ago in education have gone through the process of modification and many new ones have been added.

Thus in the field of occupational information, as in other phases of education, specific methods are used in the presentation of such information. Also, like other fields of education, the methods employed are diverse and ever changing to meet the needs of the times. It is felt that if the methods used in the presentation of occupational information were known and such data made available to those charged with programs of occupational information, such data would prove of great value.

Teaching technique.-- Specific methods used in institutions of higher learning in presenting occupational information are not only a teaching technique, but an indication of planning. Such information concerning method would help in re-evaluating existing practices and in

planning future programs.

It would seem unlikely that any program of occupational information that has no specific methods could be called complete. No matter how many high sounding objectives have been drawn up for any program, such objectives are futile if the means of carrying them out do not exist.

Diversity of methods.-- In the preparation of the research instrument the likelihood of many diverse methods of presenting occupational information in the various institutions had to be considered. It was felt that if the research instrument included as many and proven techniques of presenting occupational information as possible, it would be easier for the reporting institution to check off the methods employed.

Therefore the research instrument listed twenty methods that could be used to impart occupational information. The respondents were asked to check those methods used in their particular situation and to state the frequency of their use. Additional space was provided for those institutions that had other methods not found in the research instrument to list such methods.

Tables 17 and 18 list the specific methods and their frequency as reported by those institutions represented in this study. Each method is listed according to its rank number. By such a procedure the reader can easily see which methods are widely used in institutions of higher learning. For clarity, the visual aids are grouped together. The methods used in the Senior and Junior Colleges are given in separate Tables for easy comparison.

Method in Higher Education

Institutions reporting.-- Of the sixty-four institutions surveyed, five Senior Colleges reported no specific methods used and one Junior College reported in the negative. Concerning those institutions that reported no specific methods for imparting occupational information, the logical question could be asked as to how occupational information could be imparted without the use of specific methods. No explanation can be offered other than the possibility that occupational information is presented to students on an individual basis or through the placement service.

The use of visual aids.-- In the Senior College group, forty-three reported the use of visual aids to impart occupational information. The use of visual aids in the Junior Colleges was just as extensive with fifteen reporting their use of such a method. Tables 17 and 18 list the methods used to impart occupational information in rank order; thus it can be easily seen which methods are dominant and which methods are not generally used. It should be noted that visual aids are grouped together and when the sum of their total frequency was added it was found that they ranked first in both Senior and Junior Colleges.

The use of printed material.-- The findings indicate that a great majority of the institutions use printed materials dealing with occupational information. Such use of printed materials is of great value in presenting occupational information to students on the college level. The advantage of having such information available in the school library is that students have easy access to such a valuable source. The library

is often a place where students spend a great deal of time, both in study and leisure reading, and thus is conducive to vocational investigation.

The use of up-to-date files containing the unbound material dealing with occupational information is commendable. It is felt to be essential because of the constant change in the employment picture and the ever changing technology of the present day. A good example of these every changing demands is quite evident in the aviation industry. Books dealing with aviation that were written only a few short years ago are considered obsolete at the present time. Requirements for entering professions are in a state of constant change and the changing economics of the nation require a continuous flow of new material dealing with occupational information.

The school library, working hand in hand with those charged with occupational information programs, can accomplish a great deal in seeing that the students receive the latest information at all times. Such a policy on the part of the various institutions of higher learning can save the time and money of the students.

Table 17. Specific Methods Used in Imparting Occupational Information as Reported in 48 Senior Colleges.

Rank Order	Specific Method Used	Frequency: Never Used	Occasionally Used	Regularly Used
1.	Visual aids are used to impart occupational information: (43)			
	a. Bulletin board.....	17	18	13
	b. Posters.....	20	19	9

Table 17. (continued)

Rank Order	Specific Method Used	Frequency: Never Used	Occasionally Used	Regularly Used
	c. Motion pictures....	27	16	5
	d. Charts.....	33	9	6
	e. Film strips.....	33	13	2
	f. Graphs.....	36	10	2
	g. Slides.....	37	8	3
2.	Books about occupations.....	9	17	22
2.	Occupational monographs and pamphlets.....	9	18	21
2.	Information on training opportunities (school and college catalogues).....	9	16	23
3.	Interviews are arranged for students with workers in their field of interest....	12	19	17
3.	Technical books and trade periodicals.....	12	23	13
4.	Talks are given by specialists in various fields.....	13	20	15
5.	Biographies of successful men and women in various occupations.....	14	23	11
6.	Up-to-date files containing unbound materials pertaining to occupations.....	17	11	20
7.	Field trips are arranged to places by: (29)			
	a. All the student body.	45	3	0
	b. Special interest groups.....	22	22	4

Table 17. (concluded)

Rank Order	Specific Method Used	Frequency: Never Used	Occasionally Used	Regularly Used
8.	Students are given assignments which require a personal investigation of one or more fields of work.....	30	11	7
9.	Want adds in newspapers are studied as an indication of present trends in employment and kinds of occupations that are seeking workers.....	39	7	2
10.	Recordings giving occupational information are used.....	46	2	0
11.	Classes listen to radio programs which give occupational information.....	47	1	0

Note: Five institutions reported no specific methods and are included under Never Used.

Table 18. Specific Methods Used in Imparting Occupational Information as Reported in 16 Junior Colleges.

Rank Order	Specific Method Used	Frequency: Never Used	Occasionally Used	Regularly Used
1.	Visual aids are used to impart occupational information: (15)			
	a. Bulletin board..	4	7	5
	b. Posters.....	5	6	5

Table 18. (continued)

Rank Order	Specific Method Used	Frequency: Never Used	Occasionally Used	Regularly Used
	c. Charts.....	5	7	4
	d. Graphs.....	5	7	4
	e. Motion pictures..	7	8	1
	f. Slides.....	7	8	1
	g. Film strips.....	10	5	1
1.	Books about occupations....	1	4	11
1.	Biographies of successful men and women in various occupations.....	1	10	5
1.	Occupational monographs and pamphlets.....	1	3	12
1.	Technical books and trade periodicals.....	1	10	5
1.	Information on training opportunities (school and college catalogues).....	1	6	9
2.	Up-to-date files containing unbound materials pertaining to occupations.....	2	3	11
3.	Interviews are arranged for students with workers in their field of interest..	3	10	3
4.	Field trips are arranged to places of employment by: (12)			
	a. All the student body.....	16	0	0
	b. Special interest groups.....	4	11	1

Table 18. (concluded)

Rank Order	Specific Method Used	Frequency: Never Used	Occasionally Used	Regularly Used
5.	Students are given assignments which require a personal investigation of one or more fields of work.....	6	8	2
6.	Talks are given by specialists in various fields..	7	8	1
6.	Want adds in newspapers are studied as an indication of present trends in employment and kinds of occupations that are seeking workers.....	7	8	1
7.	Recordings giving occupational information are used.....	12	4	0
8.	Classes listen to radio programs which give occupational information.....	13	3	0

Note: One institution reported no specific methods and was included under Never Used.

Personal contacts.-- By personal contact we mean the opportunity to hear specialists in various fields talk, personal observation and interviews with workers in the field. This use of personal contact as a method of imparting occupational information is widely used by the institutions represented in this study. Such a technique affords the student the opportunity to learn at first hand some of the demands and

requirements in his particular field of interest. Talks by specialists in particular fields of work enable the students to learn of the current requirements and opportunities from one who is well qualified to discuss such matters.

Occupational radio programs and records.-- The use of radio programs and records giving occupational information ranked last in the findings. Perhaps this low ranking is due to the infrequent occupational information programs on the radio. There are many recordings available that deal with the problems of youth in selecting an occupation and other related problems. However, the institutions surveyed generally did not use this medium for imparting occupational information.

Summary of the findings.-- It is evident from the data concerning the specific methods used to impart occupational information that the institutions of higher learning are using many and varied techniques in their respective programs. The fact that none of the reporting institutions added additional methods to those listed in the research instrument indicates that ample coverage was provided for the reporting of methods.

CHAPTER VI

OBJECTIVES OF OCCUPATIONAL INFORMATION PROGRAMS

Objectives and Planning

Need of objectives in planning programs.-- The need for extensive planning in any program of occupational information is essential if the program is to be a success. If an institution of higher learning is to have an adequate program of occupational information, definite objectives must guide the program. Without specific objectives a program lacks direction and purpose. Therefore, it is basic that those charged with such programs should have definite objectives before the actual program is set into motion.

It goes without saying that once definite objectives are established, a full program to reach those objectives can then be planned. This essential point may be clarified if we look at the program of occupational information as the means and the objectives of that program as the end.

Common objectives found in institutions of higher learning.-- It was to be expected that there would be a common context of objectives guiding the various programs in the institutions surveyed. Thus when the final returns were analysed, it was noted that many of the institutions had like objectives guiding their respective programs. Even though there existed a common context of objectives, there was a tremendous variance

in the verbiage.

Need of editing to avoid repetition.-- With the great variation in the verbiage of the objectives but with a common core of thought it was felt that the objectives should be edited. If the objectives as originally stated were thus presented to the reader there would be a great deal of needless repetition. However by editing the objectives to fit the ideas rather than the verbiage, the needles repetition has been avoided. In all cases the objectives are in keeping with their original ideas.

For purposes of comparison the objectives of the programs of occupational information in the Senior Colleges and the Junior Colleges are listed in separate tables. It will be noted that the frequency with which the objectives appeared in their original form is given in both tables so that it can easily be seen how often the idea incorporated in the objective occurred.

It was also found that many of the reporting institutions listed objectives which had no direct relation to programs of occupational information. Many of the objectives concerned themselves with the guidance program in general. Such general objectives were discarded because they shed no light on the problems of this study.

If the reader compares the objectives of the Senior Colleges with those of the Junior Colleges, a marked similarity can be seen.

Table 19. Statements of Objectives of Occupational Information Programs in 48 Senior Colleges as Reported.

Rank Order	Statement of Objectives	Frequency	Percent
1.	To provide students with an overview of fields of work.....	12	25.0
2.	To help students acquire a knowledge of how to study occupations.....	7	14.5
2.	To provide students with a picture of their abilities, aptitudes, personality patterns, individual needs, and occupational opportunities open to them so that they may make a wise vocational selection.....	7	14.5
3.	To provide students with vocational information as the basis for the choice of a college program of study.....	5	10.4
4.	To acquaint students with opportunities for employment in the various occupations.....	4	8.3
5.	To build an appreciation of general education rather than a narrow vocational goal.....	2	4.1
5.	To provide students with information concerning further or specialized training in other institutions.....	2	4.1
5.	To encourage students to make vocational choices on the basis of sound and extensive occupational information.....	2	4.1
6.	To provide a philosophy of service and security, community participation and good homemaking.....	1	2.0
6.	To give students first-hand contacts with workers in various fields.....	1	2.0
	No formal objectives reported.....	25	52.0

Table 20. Statements of Objectives of Occupational Information Programs in 16 Junior Colleges as Reported.

Rank Order	Statement of Objectives	Frequency	Percent
1.	To provide students with an overview of fields of work.....	3	18.7
1.	To help students acquire a knowledge of how to study occupations.....	3	18.7
1.	To provide students with a picture of their abilities, aptitudes, personality patterns, individual needs, and occupational opportunities open to them so that they may make a wise vocational selection.....	3	18.7
2.	To aid in obtaining adequate and accurate information regarding schools, courses, hobbies, and occupations that will enable the student to best prepare for the world of work.....	2	12.5
3.	To realize the significance of specific courses studied toward individual vocational objectives.....	1	6.2
3.	To impart to students a knowledge of job outlets in relation to his or her college major.....	1	6.2
3.	An occupational survey of the immediate area.....	1	6.2
3.	To aid students in selecting, obtaining and succeeding in a vocation.....	1	6.2
3.	To acquaint students with problems confronting workers on the job.....	1	6.2
3.	To show the interdependence of all occupations and to some extent break down the occupational snobbery that too often exists.....	1	6.2
3.	To help students make tentative plans for the future.....	1	6.2

Table 20. (concluded)

Rank Order	Statement of Objectives	Frequency	Percent
3.	To lead the student to recognize the value of education and training in school and out.....	1	6.2
3.	To make it clear that only optimal health habits, character traits, willingness to work hard and to cooperate, ability to get along with others and many other personality traits are of importance for success in any occupation.....	1	6.2
	No formal objectives reported.....	10	62.5

Lack of Formal Objectives in Planning

Failure to establish objectives.-- From the data obtained, it would seem that the majority of institutions represented in this study have failed to set up formal objectives to govern their programs of occupational information. Fifty-two percent of the forty-eight senior colleges reporting had no formal objectives. In the Junior Colleges, 62.5 percent of the sixteen institutions surveyed reported no formal objectives.

The data suggest that the reporting institutions have failed to establish formal objectives to govern their programs of occupational information. It should be brought to the reader's attention that many of the institutions that reported no formal objectives have extensive programs in operation. The possibility that many institutions have vague objectives that govern their respective programs exists, but it

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is difficult to comprehend a smooth working program without formal objectives.

Perhaps the state of flux that many occupational information programs are in is due to the lack of formal objectives. It is felt that formal and pre-conceived objectives add stability to programs.

Overview of fields of work.-- In the twenty-three Senior Colleges reporting definite objectives, twelve of them had as one of their objectives the presenting of an overview of the fields of work. Of the six Junior Colleges reporting formal objectives, three of them listed the presenting of an overview of the fields of work. It is evident that those schools having formal objectives realize the need of giving their students a composite picture of the fields of work. By so doing, it is possible to bring about the realization that all occupations are related and that they are dependent on each other.

How to study occupations.-- Seven of the twenty-three Senior Colleges and three of the six Junior Colleges reporting formal objectives listed the objective of teaching their students how to study occupations. Teaching students the means to acquire occupational information is of permanent value. If students learn to investigate a likely occupation and learn how to obtain facts concerning that occupation, they are less likely to go into a job situation blindly. This holds true in the post-college period when the former students are more or less on their own and do not have the advantages of counseling offered in college.

Summary of the findings.-- From the data obtained concerning objectives of occupational information in institutions of higher

learning, it is evident that better planning is necessary. The institutions of higher learning could do a great deal more in the planning of programs of occupational information in the light of sound objectives. It is believed that such objectives that govern the programs should be well thought out and designed to meet the needs of the students of the particular institution. Good planning will bring about the realization of sound objectives. Once sound objectives are established, the whole program of occupational information can be directed towards the objectives.

CHAPTER VII

SUMMARY AND CONCLUSION

Needs of Higher Education

Failure to provide organized group study.-- The data concerned with the organization for the group study of occupational information indicates that the institutions represented in this study, could do a great deal more in this respect than is being done at the present time. For example, forty-six institutions out of the sixty-four surveyed reported no organized courses for the study of occupational information. The majority of the reporting institutions have no integration of occupational information with regular subject matter courses. This is also true with regard to provisions for imparting occupational information through the medium of assemblies or small interest groups.

Thus it is quite evident that the reporting institutions have generally failed to provide for the group study of occupational information. Such a failure on the part of institutions of higher learning is significant in that group organization is a medium of reaching all students.

Content of occupational information programs.-- Again the findings indicate that the majority of the reporting institutions have failed to provide units or topics dealing with the study of occupations. The possibilities of integrating occupational information in regular subject matter courses is unlimited.

The relation between academic courses and a career could be brought to the students' attention through the medium of integration of subject matter courses with occupational information. However, the data show that the reporting institutions have, for the most part, failed to use this medium of imparting occupational information.

Specific methods and objectives.-- The use of visual aids to impart occupational information was found to be extensive in the majority of the institutions surveyed. The use of various methods for imparting occupational information was found to be extensive as well as diversified.

The majority of the institutions reporting, have failed to establish definite objectives to guide their respective programs of occupational information. This failure to establish definite objectives indicates that there is a general lack of established goals for the various programs to aim at. The data also indicate that the institutions could do a great deal more in planning their respective programs. Well laid out goals will lead to achievement. Once definite objectives are established, the whole program can be designed toward the realization of the goals and thus give direction to the occupational information program.

General conclusion.-- We may conclude by saying that the sixty-four institutions of higher learning represented in this study could do a great deal more in providing occupational information to their students. With the evident need for occupational information in our present day, it is felt that institutions of higher learning should give more consideration and study to means of providing occupational information to college youth.

A well-rounded occupational information program on the college level would help to alleviate the problem faced by present day youth in selecting, preparing, and entering a vocation. It would be well worth the time and effort to find out the needs of college youth in regard to occupational information and to establish a program designed to meet those needs.

What helps America's youth helps America. It would be well for institutions of higher learning to re-evaluate their respective occupational information programs in the light of the needs of college youth.

Limitations and Future Studies

Limitations of the present study.-- The present study is limited in its coverage to sixty-four institutions of higher learning. The selection of the participating institutions was based primarily on previous knowledge of existing programs of occupational information. Therefore, it is impossible to form a complete picture of the provisions for imparting occupational information in institutions of higher learning on the basis of this study alone.

The research instrument used to obtain the desired data in this study was designed to obtain information concerning only the provisions for imparting occupational information. It is felt that there is a definite correlation between the occupational information program and the whole guidance program. This study made no provisions for correlating the total guidance program with the occupational information phase. The role of the placement bureau and the provisions for imparting occupational information on an individual basis were not covered in

the present study.

Need for further study.-- In order to draw any general conclusions concerning the provisions for imparting occupational information in institutions of higher learning, the scope of the study should be increased. That is, there should be more institutions surveyed in future studies than were surveyed in the present study. Also, future studies could increase their coverage by surveying those institutions of which no previous knowledge of the provisions for imparting occupational information were known. By so increasing the coverage or scope of future studies, a more composite and complete picture of occupational information programs in institutions of higher learning could be obtained.

The possibility of correlating the complete guidance program with the occupational information phase affords an opportunity for future studies.

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APPENDIX

APPENDIX A

Dear Sir:

This letter is to invite your interest in a problem that is generally recognized as a common one in colleges - that of imparting information about occupations. The persistent efforts of veterans to work out job objectives and the recognition that the study of occupations as a phase of general education have re-emphasized the need for providing occupational information to students in some systematic manner.

The increasing desire on the part of many institutions to make some provisions to meet this need prompts the belief that a study of existing programs of occupational information would be helpful.

Accordingly, the writer, who is a graduate student in guidance and personnel, has undertaken to obtain from selected junior and senior colleges descriptions of practices utilized to provide students with information about occupations. It is hoped that the various approaches being made to the problem can be published for the information of all interested.

It would therefore be greatly appreciated if you would invite the appropriate person in your organization to report the practices now being used in your institution to impart occupational information to students.

The enclosed inquiry form will facilitate the response to this study. I shall be glad to send you a summary of the study of existing practices when it is completed.

Respectfully yours,

Louis O. Gorman

Approval of Study:
Dr. J. Wendell Yeo
Professor of Education
Boston University

APPENDIX B

BOSTON UNIVERSITY GENERAL COLLEGE
178 NEWBURY STREET
BOSTON, MASSACHUSETTS

*AN INQUIRY CONCERNING OCCUPATIONAL INFORMATION PROGRAMS IN INSTITUTIONS OF HIGHER LEARNING

Name of institution reporting _____

_____

Location _____

Report made by _____

Official title _____

Number of students currently enrolled _____

Is your institution coeducational? Yes___ No___ Date _____

* Please return this inquiry form as soon as possible to the following address:
Mr. Louis O. Gorman, 422 Newbury Street, Boston 15, Massachusetts

I. PLANS OF ORGANIZATION FOR GROUP STUDY OF OCCUPATIONAL INFORMATION

Below are listed several plans of organization used by schools and colleges in imparting occupational information. Please check in the parenthesis provided to indicate what form(s) of grouping is used in your school or college. For each item checked, please give the information requested:

( ) A. Through regularly organized course(s) in guidance or occupations.

Title of Course(s)	Classes to Which Offered (Fr., Soph. etc.)	Length of Course Check One				Amount of Academic Credit
		No. of Weeks	Periods Per Week	Required	Elective	
1.						
2.						
3.						

( ) B. By including definitely organized units in occupational information in one or more regular subject matter courses, i.e., English, Economics, etc..

Title of Course	Approx. No. of Periods Devoted to Occupational Information Topics	Check One Required Elective	Classes to Whom Course is Open
1.			
2.			
3.			
4.			
5.			

(Add titles of other courses on separate sheet if necessary)

( ) C. Through student assemblies.

1. For what classes or groups are vocational assemblies planned?_____

2. How often are vocational assemblies scheduled?_____

3. Are these assemblies related to either plan A or B above? If so how?_____

( ) D. Through small interest group conferences.

1. On what particular basis are these groups organized?_____

2. What is the average size of the groups?_____

3. What proportion of the student body participate in conferences?_____

4. How frequently do the groups meet?_____

( ) E. If some other plan of organization for group study of occupations is used please describe it on a separate sheet and attach to this form.

II. CONTENT OF ORGANIZED OFFERING IN OCCUPATIONAL INFORMATION

DIRECTIONS: Please list below in column 1 the topics or units on occupations which are usually included in the offering of your institution.
In column 2 please indicate as in the previous section the kind of group organization through which each topic or unit is presented. Use only the capital letters (see code) of the form of organization(s) which apply to the particular topic.

CODE TO BE USED:

A- Through regularly organized course(s) in guidance or occupations.
B- By including definite units in occupations in one or more subject matter courses.
C- Through student assemblies.
D- Through small interest group conferences.
E- Through other plans described by person reporting.

Column 1 Name of Topic or Unit	Column 2 Code letter
Examples: Opportunities in clerical occupations	A.D
How to get a job	B
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

(Add a separate sheet with other topics listed if necessary)

III. SPECIFIC METHODS USED IN IMPARTING OCCUPATIONAL INFORMATION

Below are listed methods of imparting occupational information in institutions of higher learning. In the parenthesis below, please indicate the methods which apply in your situation by using the following code:

0- Never used
1- Occasionally used
2- Regularly used

---

1. The school library cooperates in imparting occupational information by having the following sources of occupational information available for student use.
( ) a. Books about occupations.
( ) b. Biographies of successful men and women in various occupations.
( ) c. Up-to-date files containing unbound materials pertaining to occupations.
( ) d. Occupational monographs and pamphlets.
( ) e. Technical books and trade periodicals.
( ) f. Information on training opportunities (school and college catalogues).
( ) 2. Talks are given by specialists in various fields.
3. Field trips are arranged to places of employment by
( ) a. All the student body.
( ) b. Special interest groups.
4. Visual aids are used to impart occupational information.
( ) a. Film strips.
( ) b. Slides.
( ) c. Motion pictures.
( ) d. Graphs.
( ) e. Charts.
( ) f. Posters.
( ) g. Bulletin board displays.
( ) 5. Students are given assignments which require a personal investigation of one or more fields of work.
( ) 6. Want adds in newspapers are studied as an indication of present trends in employment and kinds of occupations that are seeking workers.
( ) 7. Interviews are arranged for students with workers in their field of interest.
( ) 8. Recordings giving occupational information are used.
( ) 9. Classes listen to radio programs which give occupational information.

ADDITIONAL COMMENTS:
In the space below please describe any additional methods used in your institution for imparting occupational information.

_____

_____

_____

_____

_____

IV. OBJECTIVES OF OCCUPATIONAL INFORMATION PROGRAM

Please list on separate sheet the objectives which underlie the program described above.
Examples: To provide students with an over-view of fields of work.
To help students acquire a knowledge of how to study occupations.